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| ***Colegio Colombo Británico***    ***Preprimary Section – School Year 2015-2016***  ***Prekinder Level – Language: English*** | | | | | |
| ***SECOND LANGUAGE: ENGLISH*** | | | | | |
|  | | ***Achievements*** | ***Achievement Indicators***  ***I Period*** | ***Achievement Indicators***  ***II Period*** | ***Achievement Indicators***  ***III Period*** |
| ***Oral Communication*** | ***Listening and Speaking*** | **-Show understanding of commands, instructions and simple conversations.**  **(Phase 1)**  **-Use learnt structures to communicate in every day interactions.**  **(Phase 1)** | ☑ Follows simple commands ~~and answers simple questions~~ related to the daily routine  (Phase 1)  **☑ Joins in while singing, reciting poems, rhymes and songs with the group**  **(Phase 1)**  ☑ ~~Names teachers, moments of their daily plan and familiar classroom objects.~~  Names moments of their daily plan and familiar classroom objects. (Cover) | ☑ Follows more complex commands ~~and answers simple questions~~ related to the daily routine. (Phase 1)  ~~☑Joins in with poems, rhymes, and songs (Phase 1)~~  Names moments of their daily plan and familiar classroom objects.  ☑ ~~Uses learnt vocabulary in games and meaningful contexts (Daily routine)~~ | ~~☑ Understands familiar speech~~  Responds to familiar speech in simple conversations  ~~Joins in with poems, rhymes, songs and repeated phrases in shared books~~  ** uses single words and simple phrases in games and meaningful contexts (Phase 1)** |
| ***Visual communication*** | ***Viewing and Presenting*** | **Recognises that the visual language in their surrounding ~~environment~~ has meaning and can be used to learn. ~~communicate knowledge and ideas in different contexts.~~**  **~~(Phase 1)~~** | *(We don´t have an indicator here because children are just adapting to second language input.)* | ~~☑ Associates visual information in their environment with its corresponding meaning (Phase 1)~~  Shows comprehension of visual information through games and body language. (Phase 1) | ☑Uses ~~illustrations~~ visual texts to communicate ideas and knowledge (Phase 1) |

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| ***Written communication*** | ***Reading*** | **Demonstrate reading-like behaviours and comprehension of stories read aloud. (Phase 1)** | ~~☑Chooses and “reads” picture books for pleasure. (Phase 1)~~  ☑ Listens attentively ~~and shows interest~~  to stories read aloud(Phase 1)  (Include interest in the rubric) | ☑~~Listens attentively and~~ Responds to questions from stories read aloud.  (Phase 1) | ☑ Associates spoken and written words by “Reading” familiar texts using visual clues. (Phase 1)  ~~☑ Shares personal predictions about stories read aloud~~~~(Phase 1)~~ |
| ***Writing*** | **Explore and experiment with print to communicate.**  **(Phase 1)** |  | ☑ Participates in shared writing making suggestions (Phase 1) | ☑Experiments ~~with~~ “writing” ~~in~~ familiar texts. (Phase 1) |